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AWESOME
PEOPLE

Un strap
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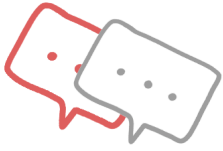


THE SOCIAL INCLUSION GAME

**Where best practices will connect your organisation
to the people and help you win the game!**

**For organizations and other actors who
want to improve their knowledge about
and get inspiration for their own work
with social inclusion!**







THE SOCIAL INCLUSION GAME

2020

This game was produced as an Intellectual Output (IO3) of the Strategic Partnership project **"Pay it Forward Be A Social Entrepreneur International" (PiFbase International)**.

The project was implemented by Awesome People (Sweden) in collaboration with Un strop de fericire (Romania) and Muuramen Innola Ry (Finland) with the support of the Swedish National Agency MUCF.

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INTRODUCTION

THE PROJECT

PiFbase International is a 3-year strategic partnership between three youth organizations in Sweden, Romania, and Finland. This long-term collaboration took place between March 2018- February 2021.

Our main goal is to improve the quality of youth work through an innovative method called PiFbase – Pay it Forward Be a Social Entrepreneur.

We use coaching as the central tool and we strongly believe in social inclusion and celebration of diversity.

In the strategic partnership PiFbase International we focus on four themes:

- ▶ **Professionalization of Youth workers**
- ▶ **Learning and reflection in Youth work**
- ▶ **Social Inclusion and managing diversity in Youth work**
- ▶ **Quality in Youth Work**

In this strategic partnership we focused on six objectives:

- **Objective 1:** Professionalize youth workers by setting quality standards and ethical and professional codes related to the coaching role, and develop high-quality skills and competencies, particularly in their work with inclusion and diversity.
- **Objective 2:** Create space for youth workers to share experiences and know-how in reaching out to marginalized young people
- **Objective 3:** Create a set of intellectual outputs to support youth workers in their personal and professional development.
- **Objective 4:** Improve capacity building, management, and collaboration skills within the three organizations.
- **Objective 5:** Increase the organizations' ability to work with young people with fewer opportunities through the promotion of social entrepreneurship.
- **Objective 6:** Improve strategies and methods on how to conduct qualitative youth work including collaboration with local communities and initiate cross-sectoral cooperation.

FUNDING BODIES



"Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad."

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations.

Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ Programme Guide. Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. Erasmus+ has opportunities for a wide range of organisations, including universities, education and training providers, think tanks, research organisations, and private businesses.

More information: https://ec.europa.eu/programmes/erasmus-plus/about_en



To bring Erasmus+ as close as possible to the participants and make sure it works well across different countries, the EU works with National Agencies to manage the program.

The National Agencies are based in Programme Countries and their role involves: providing information on Erasmus+; selecting projects to be funded; monitoring and evaluating Erasmus+; supporting applicants and participants; working with other National Agencies and the EU; promoting Erasmus+; sharing success stories and best practices.

More information: <https://www.mucf.se/erasmus-plus>

THE SOCIAL INCLUSION GAME

Where best practices will connect your organisation to the people and help you win the game!

The point of the game is to provide inspiration to organizations on how to work with social inclusion and give concrete tips on actions one can take to be more inclusive. The game can be played before making the organizational strategy and action plan for social inclusion. Look in the debriefing section how you can organize this!

For the sake of this being a game, some of your answers will be wrong even though they're good answers. The game is based on distinguishing the most fitting answer, and only the ones that are precisely right will be correct. So keep in mind that, even though your answer may be wrong in the game, it doesn't have to be wrong in real life.

REQUIREMENTS



PLAYING TIME

Approximately 45 min
(30-60 minutes)



NUMBER OF PLAYERS

2-5 players
If you are more than five
players you can play in teams

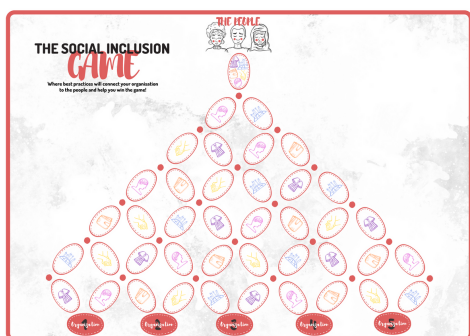


AGE

Players should be
at least 16 years old.

COMPONENTS

Game board



75 Question Cards in 5 different categories



75 Organization Cards



60 Game pieces



OBJECTIVE

The objective of the game is to be the most socially inclusive organization, in regard to the five target groups which are:



Youngsters with diverse abilities



Youngsters with low socioeconomic status



LGBTQI+ youngsters



Youngsters with different cultural and ethnic backgrounds



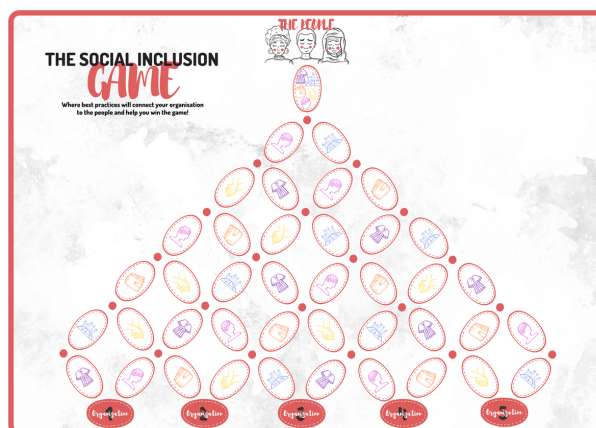
Youngsters with mental health problems

You start as an organization with little connection to these groups, but by implementing best practices, you establish better relationships with them. **The aim is to be the first to make a link between your organization and The People.**

The "Organization Cards" in your hand represents the best practices in your organization. These are the actions that your organization is taking **towards inclusion**. When trying to build links to the different groups, you have to specify how your organization works towards them. You'll have to find the answer to that in your hand of cards, and if you can't, you have to gather more cards to strengthen your organization or ask for help from the other players (organizations).

GAME SETUP

1. Lay out the **game board**.
2. **Shuffle** each of the five different **Question Card** categories and place them in five different piles face down next to the game board.
3. **Shuffle** all the **Organization Cards**, deal six cards to each player, and place the remaining cards face down in the middle of the table as a draw pile.
4. Starting from the **youngest player** and then proceeding in clockwise order, each player chooses a colour of game pieces, and places a marker in that colour on one of the five starting spots ("ORG 1"...). All players except the one who goes first must choose a spot **next to another player** (not leaving any empty spots between the players).



HOW TO PLAY

After reading the rules, play a couple of trial rounds of just questions and answers together, so everyone can get a feel for how the questions and answers work. The most important thing to remember is that **an answer must fit the question precisely right to be correct.**

The game is played in a series of rounds in clockwise order. During each round, players can either take two Organization Cards from the draw pile or try to build a link.

TAKING TWO ORGANIZATION CARDS

The player takes two Organization Cards from the draw pile. This ends the player's turn.

TRYING TO BUILD A LINK

The player chooses what link they want to build, and then has to answer a Question Card of the corresponding color. The player to the right of the current player takes a question card from one of the five piles and reads it out loud. The current player now has two options:

Option 1

If the player thinks they have the correct answer on hand, the player reads that Organization Card out loud, ending with the number in the top right-hand corner of the card. If this number corresponds to the one on the Question Card (which only the player who reads the question knows) the answer is correct. You can only answer with an Organization Card of the same color as the Question Card. If the answer is correct:

- the player gets to build the link;
- the Organization Card with the correct answer is put in a discard pile;
- the Question Card at the bottom of its deck.

If the answer is wrong, the reader tells the player that the answer is wrong and puts the Question Card back in the pile without telling the player which number the Question Card had. This ends the player's turn.

Option 2

If the player thinks that they don't have the correct answer on hand, then the player can ask all the other players (except the one reading the question) for help. If another player thinks they have the correct answer, they can offer their help. If the current player accepts the help, the helping player reads their answer. If multiple players offer to help, the player who asked for help can choose who gets to help them. If the answer is correct, the current player gets to build the link but has to give two cards of their choice from their hand to the helper. This ends the player's turn.

WINNING THE GAME

The player who first builds a connection from their organization all the way to The People **wins the game**. The final link (the one that connects to The People) is a special link. To build it, you have to answer **two** Question Cards in the colour/s of your choice. You must get both questions right, otherwise, your turn ends. You can't ask for help with building the final link.

RULES AND FACTS

- You can only choose to build a link that connects to your already existing links.
- There are 5 questions in each category, and there are 3 duplicates of every question.
- There are three different answers that correspond to each question.
- The text in bold can give you clues as to what answer corresponds to what question.
- If you want to build a link that someone has already built, you have to put two cards of your choice from your hand in the discard pile (as a penalty), in addition to answering the question as normal. The player who has already built that link will not lose it.

DEBRIEFING

After you played the game, have some debriefing with the players:

- **How did you like the game?**
- **What best practices did you learn about to include different target groups?**
- **Which top three best practices would you like to implement in your organization?**

To make the social inclusion strategy for your organization, use the **canvas for social inclusion** and look at the **checklist** provided with the game to see which measures you could include in your strategy for your prioritized target group and if there are general measures to engage young people you could implement.

Fill in the canvas for social inclusion and use the **action plan template** to decide on the steps needed to be taken for the strategy to be implemented, filling in the tasks, person responsible, and deadline. Decide on a date when to follow up the action plan and strategy. To have a full training with social inclusion for your organization, look at the training package for social inclusion at www.pifbaseint.com where the game is included.

RESOURCES

Access all areas. National Youth Council of Ireland. Retrieved from:

<https://www.youth.ie/articles/access-all-areas/>

T-kit 8: Social Inclusion. European Council & European Commission. Retrieved from:

<https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion>

APPENDICES



BEST PRACTICES FOR SOCIAL INCLUSION CHECKLIST

CULTURAL SITUATIONS

- ☐ Our organization uses an interpreter.
- ☐ All our material is available in the different languages most commonly used in our community.
- ☐ We use clear and simple language to describe our programs and activities.
- ☐ Our staff and volunteers address racist comments and behaviors and use inclusive language.
- ☐ Our organization has a written commitment to anti-racism, equality, inclusion, and interculturalism.
- ☐ Our staff and volunteers receive training on interculturalism, cultural awareness, tackling racism, and about the issues young people from ethnic minority backgrounds face.
- ☐ We have knowledge about and actively communicate with organizations that have a good understanding of the needs and issues of ethnic minority groups.
- ☐ We consult with young people (including those who are not part of our organization) and their parents about the specific needs and issues for young people of ethnic minorities in relation to accessing and participating in youth work.
- ☐ We compare facts about the ethnic profile of our community to the people we focus our work towards.
- ☐ Our program is responsive to the specific needs, issues, and experiences of young people from ethnic minority backgrounds.
- ☐ We promote a message of safety and respect towards people from all ethnic and cultural backgrounds.
- ☐ Our program is considerate of different religious needs.
- ☐ Examples in our exercises feature names and cultural phenomena from different cultures.
- ☐ We use visual imagery in our publications and in our venue that reflects the ethnic diversity of our community and proactively invites people from all ethnic groups in the area to join.
- ☐ We have staff members and volunteers who come from different ethnic backgrounds.

BEST PRACTICES FOR SOCIAL INCLUSION

CHECKLIST

LGBTQI+ SITUATIONS

- ☐ We have an equality policy that specifically names young LGBTQI+ people.
- ☐ Our promotional materials state that LGBTQI+ people are welcome in our organization.
- ☐ We have policies and procedures in place to deal with homophobic/transphobic bullying and harassment.
- ☐ We have a referral list of services for young LGBTQI+ people and their families.
- ☐ We display information about LGBTQI+ youth support services.
- ☐ We display LGBTQI+ awareness posters.
- ☐ We consult with young LGBTQI+ people and actively involve them in decision-making and in the development of our organisation.
- ☐ We consult with young LGBTQI+ people, parents and organisations about the specific needs and issues for young LGBTQI+ people in relation to accessing and participating in youth work.
- ☐ We collaborate with LGBTQI+ organizations to assure a high quality in our work.
- ☐ Our staff and volunteers actively challenge anti-LGBTQI+ attitudes & comments.
- ☐ Our staff and volunteers respond to a young person who is considering "coming out" in an inclusive and respectful way.
- ☐ Our staff and volunteers use inclusive language when speaking to youngsters about relationships and sexuality.
- ☐ We educate our staff and volunteers about issues for young LGBTQI+ people.
- ☐ We provide informal education to young people about LGBTQI+ issues.
- ☐ Our staff and volunteers receive training about working with young LGBTQI+ people.

BEST PRACTICES FOR SOCIAL INCLUSION

CHECKLIST

MENTAL HEALTH SITUATIONS

- ☐ Our staff and volunteers verbally promote positive messages about seeking help for mental health problems.
- ☐ Our staff and volunteers speak openly about mental health topics and problems.
- ☐ We have promotional material for good mental health available and on display in our organization.
- ☐ We educate our staff and volunteers about the early warning signs of mental illness.
- ☐ We train our staff and volunteers in mental health promotion.
- ☐ Our staff and volunteers receive support and supervision (e.g. team meetings, one-to-one formal supervision, etc).
- ☐ We educate ourselves about, and are flexible to accommodate, the needs of young people with mental health issues. We do this to make sure that our work is appreciated by the target group.
- ☐ We consult with young people about how mental health issues can affect their engagement with youth services and how youth services can support young people with mental health issues. This can provide us with ways to make our work better.
- ☐ We seek tips and advice from external actors that have good knowledge and experience of working with mental health problems, to make sure our work is as good as possible.
- ☐ We have a routine for when we advise youngsters to seek professional help.
- ☐ We have developed an understanding of the referral process into statutory service.
- ☐ We have identified local mental health services, and established a relationship with them.
- ☐ We state that we have an official mental health promotion programme in our promotional material and when communicating with schools, etc.
- ☐ We have an official mental health promotion programme in place.
- ☐ We have an official mental health promotion policy.

BEST PRACTICES FOR SOCIAL INCLUSION

CHECKLIST

SOCIO ECONOMIC SITUATIONS

- ☐ We cooperate with other organizations, for the benefit of people with low socioeconomic status. For example, we could pair up with another organization, so members get access to both services if they pay for membership in one of them.
- ☐ We cooperate with commercial actors to better our service for people with low income. For example, we could cooperate with a cinema to have a free movie night, or loan sporting goods for our activities via a (Swedish) "freetime bank" so our participants don't have to buy supplies themselves.
- ☐ We get commercial sponsors so that we can have free things for our participants. For example, a supermarket might sponsor us with free coffee and cookies.
- ☐ We focus our efforts towards areas of low socioeconomic status, to make it easier for them to find our organization.
- ☐ We learn which areas are of low socioeconomic status, so we know where to find that target group.
- ☐ We provide our promotional material to actors who work with people of low socioeconomic status, to increase their awareness of our organization.
- ☐ Our advertisements state that participants in our activities will get free bus tickets to and from our venue.
- ☐ Our flyers state that we offer free food to participants in our activities.
- ☐ We have free activities which we advertise.
- ☐ We seek tips and advice from external actors that have good knowledge and experience of working with mental health problems, to make sure our work is as good as possible.
- ☐ Our organization can pay part of the cost of activities that cost money, for those who cannot pay the full price themselves.
- ☐ We have clear information about what costs there are in joining our activities, exactly how much they are, and what things are free of cost in our organization.
- ☐ We have all the necessary materials for our activities that you need special equipment to participate in, so that we can let participants borrow them (e.g. pens, papers or computers for indoor activities, and tents, sleeping bags and backpacks for outdoor activities).
- ☐ If a compulsory contribution is demanded from participants, we make sure that it can be adjusted to be of no cost for those in difficult socioeconomic situations (e.g. instead of contributing by buying coffee for the organization, a participant could do the dishes).
- ☐ We make compulsory meetings available online so you can participate even if you can not come to the meeting venue.

BEST PRACTICES FOR SOCIAL INCLUSION

CHECKLIST

DIVERSE ABILITY SITUATIONS

- ☐ All doorways are a minimum of 80cm in width.
- ☐ There are designated wheelchair-accessible toilets.
- ☐ Fixtures and fittings such as door handles, door bells, brochures and promotional material are at the right height to be reached by wheelchair users, i.e 90-100 cm.
- ☐ Our venue uses contrasting colours between its walls and doors, doors and door handles, and between its walls and floors.
- ☐ Our venue is free of hazards that block pathways (that a visually impaired person might trip on), such as bikes, school bags, brochure stands and potted plants.
- ☐ Our promotional flyers use a text and background that contrast each other in colour, and use a plain font such as Arial. The font size is large enough to accommodate the needs of people with low vision (14 point is recommended).
- ☐ There are designated 'accessible parking spaces' located close to the entrance of our venue.
- ☐ People can be dropped off and picked up close to the entrance of our venue.
- ☐ We have made special transport arrangements for people who have difficulties in getting to our service.
- ☐ Our flyers clearly state what kind of aid we have for people with diverse abilities, e.g wheelchair access.
- ☐ The depictions of people we use in our promotional material feature young people with diverse abilities.
- ☐ We provide our promotional material to (and work in partnership with) diverse ability services.
- ☐ We educate our staff and volunteers in how to communicate in a respectful way with, for example, people with reduced mobility or people who are deaf or hard of hearing.
- ☐ We have a written commitment to equality and inclusion that specifically includes people with diverse abilities.
- ☐ We train our staff and volunteers in basic diverse ability awareness.

GENERAL GUIDELINES TO IMPROVE ENGAGEMENT & SOCIAL INCLUSION

GENERAL BARRIERS

THINK OF HOW YOU CAN REDUCE THEM

- Unappealing image of youth work
- Lack of encouragement
- Dislike of being patronised
- Fear of being discriminated against
- Lack of self-esteem, self-confidence
- Uninteresting activities
- Lack of time or energy
- Lack of money
- Mobility problems
- Lack of information
- Lack of permission to join activities or group pressure against joining
- Cultural or religious conflicts

GENERAL MOTIVATIONAL FACTORS

THINK OF HOW YOU CAN IMPROVE THEM

- **Social benefits:** Friends, contacts, network etc.
- **Pragmatic benefits:** Reaching goals, practical skills, learning new things, etc.
- **Psychological benefits:** Purpose, routines, activity, etc.
- **Material benefits:** Certificate, food, T-shirt, bus ticket, etc.

GENERAL MEASURES

FOR INCLUDING ALL YOUNG PEOPLE

- We use visual images to show what we do and where we meet.
- We state that we are accessible and inclusive of all people.
- We (staff, volunteers and young people) are open to and welcoming of all members of the community.
- We have information and a list of services we can refer young people to.
- We take part in meetings and network with other community groups (e.g. health professionals, Community Gardaí / PSNI, schools, social workers, community workers, specialist organisations).
- We tell all young people in our community about our youth group and encourage them to join.
- We ask the members to invite their friends.
- We tell all the schools in the area about our group/organisation.
- We put up notices in local libraries and community space/centres.
- We advertise in local newspapers.
- We put notices in local shops.
- We tell all the local places of worship about our group/organisation.
- We seek to meet all parents in our community, tell them about our youth group/organisation and reassure them about concerns they have about their children joining our youth group/s.
- We display information and awareness raising material (LGBT information, Pride week, anti-racist posters, disability awareness etc).
- Our youth group/ organisation applies equality principles and legislation (e.g. staff and volunteers come from diverse backgrounds, are committed to equality, etc.
- Job descriptions/ volunteer roles require staff and volunteers to have awareness of equality and inclusion issues.
- There are lots of ways to get in contact with our organisation/group. You can:
 - Phone the youth organisation/leader
 - SMS (text) the youth organisation/ leader
 - Email the youth organisation/ leader
 - Drop in to the youth group/ organisation
 - Follow us on Facebook/Instagram and other social media.

GENERAL GUIDELINES TO IMPROVE ENGAGEMENT & SOCIAL INCLUSION

GENERAL MEASURES FOR INCLUDING ALL YOUNG PEOPLE

- Staff and volunteers receive training on equality and inclusion issues and working with specific groups of people .
- The management committee of our group/ organisation includes members from a diverse range of backgrounds.
- Our group/ organisation provides a range of informal ways for young people to have a say about the group (advisory groups, forums, group contracts, surveys, consultations, reviews, evaluations etc).
- Our group/organisation has young people from a range of backgrounds involved in making decisions.
- Our group/organisation has a written commitment to equality and inclusion (charter, code of practice, mission statement, policy, etc).
- Volunteers/staff understand what equality and inclusion means .
- We put what is written about equality and inclusion into practice (e.g. we model inclusive language; we address bullying, name calling, racism, sexism etc.)
- We have information on the gender breakdown of our group/ organisation (how many males/females).
- We compare the makeup of our local area with the people who attend our group and identify groups of young people who are underrepresented.
- We consider the needs of all young people in our community when planning programmes (cultural, religious, mobility, literacy, family responsibilities, diverse abilities, educational, etc).
- We ask a broad range of young people including those who do not attend what they would like to get involved in.
- We run programmes or activities on diversity and equality that challenge prejudice and promote inclusion.

Appendix 2

INCLUSION STRATEGY

Template canvas

Your organization:				
Where are we now? Current needs:				
Where do we want to go? Our vision statement for social inclusion:				
Partners Who are your partners?	Activities What activities are required to implement the inclusion strategy?	Inclusion strategy How will your organization contribute to inclusion inside and outside your organization? What need is it that your inclusion strategy meets? (Contact new profiles, improve accessibility, improve information, increase visibility, promote active participation, diversify staff and/or volunteer base, advocate or lobby, be more inclusive, contribute to inclusion)	Relationships How will you build trustful relationships with your target group/s?	Target group/s Who is your target group you want to include?
	Resources What key resources are required to fulfil the inclusion strategy? (training, money, material, space..)		Channels Through which channels will you reach out to your target group/s?	
Goals		Indicators		
Follow-up – How did it go?				

Appendix 3

ACTION PLAN

Template Action plan

Nr.	Task	Needed resources	Deadline	Person responsible



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